

# English Grammar Helps

Taken from *A Glossary of Grammatical Terminology for Students of Biblical Hebrew: Sorting Out the Grammatical Terminological Maze*  
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## PHONOLOGY - PHONETICS\*

Phonetics describes the speech sounds (phones) that occur in language. *Phonology*, on the other hand, is the study of the set of specific sounds (phonemes) that occur in a particular language. Phonemes are represented by slanted lines / /. Variations of these phonemes, due to their position and due to their union with other sounds, are called allophones. Allophones are represented by brackets [ ].

There are two basic classes of sounds in language: consonants and vowels.

\*The majority of the information in this section comes from the course "Spanish 170: Phonetics", that I took at the University of Arizona in 1973 taught by Dr. Delorous Brown. Other sources consulted are: *The ABC's of Language and Linguistics: A Practical Primer to Language Science in Today's World; A Course in Phonetics, 2nd Ed.*; *Enciclopedia Gráfica del Estudiante: Español*; *Manual de la Pronunciación Española*; *Esbozo de una Nueva Gramática de la Lengua Española*; *Manual of Articulatory Phonetics*, *Introduction to Biblical Hebrew Syntax and Funk and Wagnalls New Encyclopedia*, "Phonetics".

CONSONANT SOUNDS ARE USUALLY DESCRIBED  
ACCORDING TO THE FOLLOWING CRITERIA

MANNER OF ARTICULATION

stops/occlusives

The air passage is completely closed off (stopped), and then it opens abruptly.

*ball, call, Paul, doll, tall, gall*

fricatives/spirants

The air flows out continuously through the partially obstructed oral cavity.

*fight, van, thought, there, hat, sick, zip, mission, decision*

affricates

This begins as a stop, but then continues as a fricative.

*chair, jump*

nasals

The air passes through the nasal cavity.

*time, no, ping*

liquids

laterals

The tongue closes off the center part of the mouth and forces the air to escape around the tongue.

*light* (front of tongue)

*bull* (back of tongue)

retroflexes

The tip of the tongue curls upward.

*read*

flaps/taps

The tip of the tongue taps once against the alveolar ridge.

*muddy, gutter* (when pronounced rapidly)

trills

The tip of the tongue taps several times against the alveolar ridge.

*"rruffles have rrridges"*

PLACE OF ARTICULATION

bilabial

the upper and lower lip

*b, p, m*

labio-dental

the lower lip and the upper front teeth

*f, v*

interdental

the tongue is between the upper and lower front teeth

*th*

dental

the tongue touches the back of the upper front teeth

(place tongue on back of upper front teeth and then say "dee")

alveolar

the tongue touches the alveolar ridge

*t, d, n, s, z, l*

palatal

the tongue presses against the area of the hard palate

*mission, decision, jump*



VOWELS, ON THE OTHER HAND, ARE USUALLY DESCRIBED  
ACCORDING TO THE FOLLOWING MANNER

HORIZONTALLY

- front  
pronounced towards the front of the mouth  
*fit, beat, met, pay, fat*
- central  
pronounced towards the center of the mouth  
*father, spot, but*
- back  
pronounced towards the back of the mouth  
*book, boat, sue*

VERTICALLY

- high  
pronounced in the upper part of the mouth  
(the mouth is almost totally closed)  
*fit, beat, book, sue*
- middle  
pronounced in the middle part of the mouth  
(the mouth is half open)  
*met, pay, boat, but*
- low  
pronounced in the lower part of the mouth  
(the mouth is almost totally open)  
*fat, father, spot*

A semi-vowel shares the characteristics of both a vowel and a consonant (e.g. w,y). When a vowel combines with another vowel or a semi-vowel in the same syllable, it forms a diphthong. The position of the diphthong glides between the positions of the two letters that have been united (e.g. say, down, ouch).

Words can be divided into phonic units called syllables. Usually, one of these syllables is stressed more than the others. This is called tonic stress. When referring to which syllable has the tonic stress in a word, it is customary to begin with the last syllable and count backwards:

*re/ha/bil/i/tate*  
*tate*           ultima syllable (last)  
*i*                penultimate syllable (2nd to last)  
*bil*             antepenultimate (3rd to last)  
*re,ha*          beyond the 3rd to the last syllable

The tonic stress is on *bil*, the antepenultimate syllable. The syllable *ha* is also referred to as the pretonic syllable, since it directly precedes the tonic syllable. In the same way, *re* is the propretonic syllable, because it precedes the pretonic syllable.

## MORPHOLOGY\*

In language study, morphology is concerned with the linguistic forms that convey meaning. These units of meaning are called morphemes, and variations of these units are called allomorphs. The word “unhappiness” can be broken down into three basic units of meaning (morphemes): un=not, happy=glad, and ness=a state of being. Therefore, this word conveys the meaning of “being in a state of not glad”. The “s” and the “es” in books and churches are allomorphs, since they both indicate plural number.

Morphology is also associated with what has traditionally been referred to as the “parts of speech.” The following pages present a description of these parts of speech, as they generally occur in the English language. These concepts will provide a base for those who are not familiar with grammatical analysis, so as to facilitate the study of the Hebrew forms.

\*The foundation for this information comes from the course “Redacción” that I took at the Seminario Teológico Centroamericano in 1980, taught by Professor Edgar Contreras; as well as two grammar courses that I took at the University of Arizona in 1975. Other sources consulted are: *English Composition: A Handbook and Rhetoric*, *Enciclopedia Gráfica del Estudiante*, *A Grammar of Present Day English*, *A Textbook of Modern Spanish*, *The Everyday English Handbook*, *Esbozo de una Nueva Gramática de la Lengua Española*, *English Review Grammar, Fourth Edition*, and *Writing and Skills, Fourth Course*.

# ADJECTIVES

An adjective modifies nouns and pronouns. It usually describes the word that it modifies by answering one of the following questions: Which? What kind of? How many?

There are many different classes of words that can serve as an adjective (listed alphabetically):

## 1. articles as adjectives

definite - *the* man            indefinite - *a* man

## 2. clauses as adjectives

a. introduced by a definite relative pronoun

The team *that practiced the most* won the championship.

The book *which you liked* is now a best seller.

The teacher *who speaks excellent Spanish* is Cuban.

The teacher *whom I met last year* is from Cuba.

The boy *whose hair is blonde* is Swedish.

b. introduced by a relative adverb

Saturday, *when I sleep late*, is my favorite day.

This is the house *where I used to live*.

The reason *why I can't come* is complicated.

## 3. comparative adjectives

positive	crazy	good
comparative	crazier	better
superlative	craziest	best

## 4. complements as adjectives

a. objective complement

The food made him *sick*.

b. subject complement (predicate adjective)

Robert is *old*.

## 5. compound adjectives

*next-door* neighbor

## 6. exclamatory adjectives

*What* rubbish!

## 7. nouns as adjectives

proper	<i>American</i> pie
common	<i>apple</i> pie
possessive	<i>John's</i> pie

## 8. numbers as adjectives

fractions	<i>one-fourth</i> cup
cardinals	<i>three</i> dollars
ordinals	the <i>first</i> day

## 9. phrases as adjectives

a. introduced by a preposition [see prepositions]

The music *of Guatemala* is wonderful.

b. introduced by a verbal

infinitive - You have chores *to do every day*.

pres. ptc. - The man *wearing a red shirt* is my brother.

past ptc. - The person *elected today* will be President.

c. absolute phrases

Bob, *his feet blistered by the ordeal*, finally arrived home.

*His feet having been blistered by the ordeal*, Bob finally arrived home.

10. pronouns as adjectives (pronominal adjectives)

a. demonstratives

*this* book            *these* books

*that* book           *those* books

b. indefinites

(*some, all, few, enough, other, more, several, both, most, many*) children

(*either, neither, every, any, another*) child

(*much, little*) water

c. interrogatives

*Whose* book is it?

*What* type of music do you like?

*Which* child is having trouble reading?

d. possessives

(*my/your/his/her/its/our/your/their*) food

e. reflexives (intensifying adjectives) [see pronouns]

You *yourself* have told me that.

f. relatives [see clauses as adjectives]

11. verbals as adjectives

a. infinitives

You have promises *to keep*.

b. pres. ptc.

the *rising* cost

c. past ptc.

the *reduced* price

12. verbs as adjectives

The *would-be* football player now waits on tables.

## ADVERBS

Adverbs modify verbs (He left *early*.), adjectives (That class is *very* difficult.), or other adverbs (The teacher gave out A's *very* sparingly.) They usually answer one of the following questions about the word that they modify:

How?	(manner)
When?	(time)
Where?	(place)
How often?	(frequency)
To what extent?	(degree)

The most common type of adverb is that group of words that end in *-ly* (e.g. *slowly*). Other common suffixes are *-ward*, *-ways*, and *-wise*. Some common adverbs do not have an identifying suffix (e.g. *again*, *almost*, *here*, *never*, *now*, *often*, *soon*, *still*, *there*, *well*).

*The following are some general classes of adverbs:*

### 1. affirmatives as adverbs

Yes, it is.

### 2. clauses as adverbs

introduced by a subordinating conjunction [see conj.]

He smiled *when he received his test*.

### 3. comparatives as adverbs

positive	fast/proudly/likely
comparative	faster/more proudly/less likely
superlative	fastest/most proudly/least likely

### 4. interrogatives as adverbs

*where?*      *when?*      *how?*      *why?*

### 5. negatives as adverbs

*No*, I do *not*.

("No" can also be an adj. - *No* student should forget this.)

### 6. nouns as adverbs

They went *home*. (mod. verb)

I am five *feet* tall. (mod. adj.)

He studied secretly last *Sunday*. (mod. adv.)



## 7. phrases as adverbs

### a. introduced by a verbal

infinitive - They registered *to vote in the election*.

### b. introduced by a preposition

He studies *in the morning*. (mod. verb)

We are sure *of ourselves*. (mod. adj.)

He reads rapidly *for a five year old*. (mod. adv.)

## 8. relative adverbs (why, when, how, where)

These words function as adverbs in adjectival clauses [see clauses as adjectives] and in nominative clauses [see clauses as nouns]. [see also subordinating conjunctions]

## 9. verbals as adverbs

### infinitives

They registered *to vote*. (mod. verb)

A good car is hard *to find*. (mod. adj.)

He was not close enough *to see*. (mod. adv.)

# CONJUNCTIONS

Conjunctions connect words or groups of words together in three ways: coordination, subordination, and correlation. Coordinating conjunctions join words, phrases or clauses that are on the same grammatical level (e.g. two nouns, two verbs, two phrases, two independent clauses). Subordinating conjunctions unite subordinate clauses with main clauses. (When a subordinating conjunction is added to an independent clause, that clause becomes subordinate.) Correlative conjunctions can be used to coordinate or subordinate, but they do this by using pairs of conjunctions that work together. These three classes of conjunctions can play various roles in the meaning of a sentence:

adversative	(shows contrast)
appositional	(shows equality)
causal	(shows reason)
comparative	(shows comparison)
concessive	(shows concession)
conditional	(shows condition)
copulative	(shows addition)
disjunctive	(shows alternative)
illative	(shows result/consequence)
locative	(shows location)
telic	(shows purpose)
temporal	(shows time)

The following are some common conjunctions: [Note that many of these words are not used exclusively as conjunctions. (e.g. He did not go *yet*. "Yet" is an adverb.)]

## 1. coordinating

- a. adversative (but, yet)  
That book is old, *but* this book is new.  
This book is old, *yet* it is in good condition.
- b. appositional (that is, namely)  
A gnu, *that is* a wildebeest, is a large African antelope.  
A quetzal, *namely* the national bird of Guatemala, is extraordinary.
- c. copulative (and)  
John *and* Mark are brothers.
- d. disjunctive (or, nor)  
Choose gum *or* chocolate.  
He didn't choose gum, *nor* did he choose chocolate.
- e. illative (so, therefore, consequently)  
It was the only one, (\_\_\_\_\_) I bought it.

## 2. subordinating

- a. causal (because, since)  
Go now, *because* he is dying.  
*Since* he is dying, go now.
- b. concessive (although, though)  
I will go, *although* I'd like to stay.  
*Though* the clock is new, it doesn't work.
- c. conditional (if, even if, unless, provided that)  
*If* my father calls, I will tell him the news.  
I will go, *even if* it rains.  
He won't come, *unless* you invite him.  
You may go, *provided that* you do your homework.

d. locative (where, wherever) [see relative adverbs]

I will go to Guatemala, *where* there are active volcanoes.  
He speaks *wherever* people will listen.

e. telic (so that, in order that)

You must speak loudly, *so that* we can hear.  
She will practice, *in order that* she succeed.

f. temporal (when, whenever, while, as, before, after, since, once, until) [see relative adverbs]

*When* a baby is hungry, he cries.  
*Whenever* I go to the store, there is always something that I forget to buy.  
He talked *while* I ate.  
As the teacher spoke, the students took notes.  
Turn it in *before* you leave on vacation.  
Do it over *after* you return from vacation.  
*Since* you returned from vacation, I have not seen you.  
*Once* I saw you, I knew that you were the one.  
*Until* you decide to work hard, you will not succeed.

3. correlative

coordinating

a. adversative (not only...but)

*Not only* is this answer wrong, *but* that one is also.

b. copulative (both...and)

*Both* Sara *and* Joel have colds.

c. disjunctive (whether...or, either...or, neither..nor)

*Whether* you work *or* go to school, your time will be limited.  
*Either* you study *or* you get an "F".  
*Neither* Bill *nor* Bob were there.

subordinating

a. comparative (as...as)

He is *as* kind *as* he is stern.

b. concessive/adversative (although...yet)

*Although* I see many advantages, *yet* I'm not sure we should go.

c. conditional/illative (if...then)

*If* you read consistently, *then* you will finish on time.

d. causal/illative (since...therefore)

*Since* water is scarce, *therefore* we should use it sparingly.

e. locative (where...there)

*Where* there is love, *there* is acceptance.

f. temporal/illative (when...then)

*When* you finish, *then* you can go.

Another class of conjunctions is the group of transitional adverbs (e.g. *accordingly, afterward, also, besides, consequently, furthermore, however, indeed, moreover, nevertheless, otherwise, still, thus, therefore, then, unfortunately*). These words link sentences, and even paragraphs, together. They are sometimes placed in a category called consecutive conjunctions.

## INTERJECTIONS

Interjections are autonomous expressions, usually consisting of one word. Some of these expressions are: *Oh!*, *Ah!*, *Wow!*, and *Ouch!* Some other parts of speech can also function as interjections:

1. adjectives as interjections

*Excellent!*

2. adverbs as interjections

*Certainly!*

3. nouns as interjections

*Goodness!*

4. pronouns as interjections

*My!*

5. verbs as interjections

*Help!*

# NOUNS

A noun names any living being or thing, any inanimate object, or any idea. All nouns are either proper (*Canada, Bill, Catholicism*) or common (*country, man, religion*).

Proper and common nouns can be further divided into the following categories:

## 1. simple or compound

simple nouns consist of one word

(*cat, chair, Bob*)

compound nouns consist of more than one word

(*fisherman, father-in-law, the White House*)

## 2. individual or collective

individual nouns refer to a single member of a noun class

(*soldier, fly, Alabama*)

collective nouns refer to an entire group of a noun class

(*army, swarm, the United States of America*)

## 3. abstract or concrete

abstract nouns refer to concepts and qualities

(*kindness, love, truth, Christianity*)

concrete nouns refer to real physical objects

(*rock, door, shoe, Jerusalem*)

## 4. count or mass

count nouns can be counted

(*one book, three trees*)

mass nouns cannot be counted

(*gold, food, milk*)

## 5. possessive

He is a friend of *John's*.

## 6. animate or inanimate

animate nouns refer to living things

(*Bill, cow, cockroach*)

inanimate nouns refer to non-living things

(*paper, philosophy, stone*)

The following are some ways that nouns are used:

## 1. appositives as nouns

Henry, *the baker*, lives here.

## 2. clauses as nouns (usually are subjects or dir. objects)

a. introduced by a definite relative pronoun

I know *that he came*.

*who he is.*

*which car to buy.*

*whose car to sell.*

*what he thinks about it.*

*whom you should marry.*

b. introduced by an indefinite relative pronoun

*Whatever you decide* is fine.

*Whichever one they want* is OK.

*Whoever wins the prize* is the best runner.

*Whomever you marry* must love God.

c. introduced by a relative adverb  
They know (*how, when, where, why*) he did it.  
(*How, When, Where, Why*) he did it is important.

d. a direct quotation  
He said, "*I know you.*"

### 3. complements as nouns

a. direct object  
I gave an *offering*.

b. indirect object  
I gave *the church* an offering.

c. object of a preposition  
I gave an offering to *Steve*.

d. objective complement  
They appointed him *elder*.

e. subjective complement (predicate nominative)  
His name is *Bill*.

### 4. direct address

*Steve*, your brother called.

### 5. nominative absolutes

*The book being boring*, I set it aside.

### 6. phrases as nouns

a. absolute phrases  
He resented *his not being invited*. (dir. ob.)

b. appositional phrases  
John, *the husband of Mary*, works here.

c. phrases introduced by nouns  
*The book on the shelf* is mine. (subject)  
He gave me *the book on the shelf*. (dir. ob.)  
He read from *the book on the shelf*. (ob. of prep.)  
He gave *the children at the park* a book. (indir. ob.)

d. phrases introduced by verbals  
gerunds  
He kept me from *speaking to them*. (ob. of prep.)  
*Speaking to them* was not wise. (subject)

infinitives  
*To know you* is very special. (subject)  
He knew *to run down* the street. (dir. ob.)

### 7. subjects of verbs as nouns [see phrases, clauses & verbals]

*John* cried.

·  
·  
·

## 8. verbals as nouns

*Speaking* is difficult in front of a group. (gerund)

*To speak* is not always wise. (infinitive)

NOTE: Some languages have case declinations, which indicate the function of the noun by changes in its form. Some of these are:

nominative	(subject)	
dative	(indirect object)	
accusative	(direct object)	
genitive	(possessive)	
vocative	(direct address)	
ablative	(separation)	} sometimes included in the genitive
locative	(location)	} sometimes included in the dative
instrumental	(by means of)	} sometimes included in the dative

## PREPOSITIONS

A preposition establishes a relationship between a noun or pronoun with some other word or group of words. There are two basic categories of prepositions: simple and compound. A partial listing of these two categories follows:

### simple prepositions

*about, above, across, after, against, along, among, around, at, before, behind, beneath, beside, between, by, during, for, from, in, into, of, on, onto, over, through, to, together, toward, under, underneath, until, unto, up, upon, with, within, without*

### compound prepositions

*according to, because of, by means of, contrary to, except for, in addition to, in front of, in spite of, on account of, together with, with regard to*

Most prepositions are spatial, referring to physical position, while some are temporal, referring to chronological position. A few are difficult to categorize.



# PRONOUNS

Pronouns take the place of a noun or a pronoun in a sentence. There are nine different kinds of pronouns in English:

## 1. demonstrative pronouns

*this*                    *these*  
*that*                    *those*

## 2. indefinite pronouns

*all, any, anybody, anyone, anything, each, both, either, everybody, everyone, everything, few, many, most, much, neither, nobody, none, no one, one, others, several, some, somebody, someone*

## 3. interrogative pronouns

*who? whom? whose? which? what?*

## 4. object pronouns

*me*                      *us*  
  
*you*                      *you*  
  
*him*                      *them*  
*her*  
*it*

## 5. subject pronouns

*I*                              *we*  
  
*you*                      *you*  
  
*he*                      *they*  
*she*  
*it*

## 6. possessive pronouns

*mine*                      *ours*  
  
*yours*                      *yours*  
  
*his*                      *theirs*  
*hers*  
*its*

## 7. reciprocal pronouns

*each other, one another*

## 8. reflexive pronouns

*myself*                      *ourselves*  
  
*yourself**yourselves*  
  
*himself* *themselves*  
*herself*  
*itself*  
*oneself*

## 9. relative pronouns

### a. definite

*who, whom, whose, which, what, that*

### b. indefinite

*whoever, whomever, whichever, whatever*

# VERBS

A verb expresses action or state of being. There are three main categories of verbs:

## 1. action verbs (predicative)

These verbs express some form of action. There are four kinds of action verbs:

### a. transitive

A transitive verb has a direct object.

He *bought* a car.

### b. intransitive

An intransitive verb has no direct object.

He *slept*.

[Many verbs can be either transitive (I *sang* a song.) or intransitive (I *sang*.)]

### c. reflexive

The action of a reflexive verb is performed and received by the same subject.

He *killed himself*.

### d. reciprocal

A reciprocal verb requires two or more subjects that do the action of the verb to each other at the same time.

They *greeted each other*.

## 2. linking verbs (copulative verbs)

Linking verbs join the subject with a word that either describes or renames that subject.

He *is* Bill. (renames) He *is* old. (describes)

Some verbs can be either linking verbs or action verbs:

He *felt* sorry. (L) He *felt* the cold wind. (A)

Some common linking verbs are: *to be, to appear, to become, to feel, and to seem*. Many other verbs can be used in this way. (A linking verb must always be intransitive.)

## 3. helping verbs (auxiliary verbs)

Helping verbs assist the principle verb to express different shades of meaning:

<i>is, are, was, were, been</i>	pres/past
<i>has, have, had</i>	pres perf/past perf
<i>do, does, did</i>	pres/past/confirmation/neg.
<i>can, could</i>	ability
<i>shall, should</i>	future/obligation
<i>may, might</i>	permission/possibility
<i>will, would</i>	future/conditioning/softening
<i>must</i>	necessity
<i>ought to</i>	obligation

These verbs can also be combined with each other:

He *might have* gone.

A verb can have six main characteristics, though not always all at the same time:

### 1. mood

a. indicative (reality, fact)

I *help* them.

She *goes* to school.

He *goes* there.

b. subjunctive (conjecture, indirect command, uncertainty)

If I *were* there, I would help them.

We request that she *go* to school.

It is possible that he *go* there.

[The auxiliaries *may, might, shall, should, will, and would* are often used with the subjunctive in modern usage.]

c. imperative (direct command)

*Help* them.

*Go* to school.

*Go* there.

### 2. tense (examples are all from the indicative mood)

#### a. past

simple he studied

compound  
past perfect he had studied  
past progressive he was studying  
past perf. prog. he had been studying

#### b. present

simple he studies

compound  
present perfect he has studied  
present progressive he is studying  
pres. perf. prog. he has been studying

#### c. future

simple he will study

compound  
future perfect he will have studied  
future progressive he will be studying  
future perf. prog. he will have been studying

### 3. person

a. 1<sup>st</sup> person(s) speaking [I/we]

b. 2<sup>nd</sup> person(s) spoken to [you/you all]

c. 3<sup>rd</sup> person(s) spoken of [he/she/it/they]

#### 4. number

##### a. singular

I/you - go, he/she/it - goes

##### b. plural

we/you all/they - go

#### 5. voice

##### a. active (The subject performs the action of the verb.)

The dog bit the man.

##### b. passive (The subject receives the action of the verb.)

The man was bitten by the dog.

#### 6. aspect

Aspect indicates the type of action that is expressed by the verb. Two basic categories of aspect are the perfective (indicating completion of action) and the imperfective (indicating non-completion of action). Some other aspects of verbal action are inchoative or inceptive (indicates that the action of the verb inherently involves the beginning of an action, e.g. "to go to sleep"); durative (indicates that the action of the verb inherently involves a duration of action, e.g. "to sleep"); instantaneous (indicates that the action of the verb inherently involves an abrupt action, e.g. "to explode"); and reiterative (indicates that the action of the verb inherently involves a repetitive action, e.g. "to chew").

# VERBALS

A phenomenon that is related to the verb, but yet is not itself a verb, is the verbal. Verbals are words formed from verbs that are used as nouns, adjectives and adverbs. There are three kinds of verbals in English: infinitives, participles, and gerunds.

## 1. infinitives

An infinitive can be used as a noun, an adjective, or an adverb.

I like *to study*. (noun) [dir. ob.]

He has food *to eat*. (adj.)

They came early *to argue*. (adv.)

## 2. participles

A participle is used as an adjective.

a. present

the *approaching* storm

b. past

the *broken* chair

## 3. gerunds

A gerund is a present participle that functions as a noun.

*Studying* is fun. (subject)

My favorite pastime is *studying*. (pred. nominative)

He has a fear of *studying*. (object of a preposition)

We quit *studying*. (direct object)

They give *Studying* top priority. (indirect object)

My hobby, *studying*, is fun. (appositive)

## SYNTAX\*

Syntax is that part of grammar that studies the structure of sentences. A sentence is divided into two main structural categories:

- the subject
- the predicate

A subject consists of a subject nucleus (the thing being talked about) and its modifiers.

A predicate consists of a predicate nucleus (the main action that the subject nucleus performs or receives), the modifiers of the predicate nucleus, and anything else that is not part of the subject (i.e. direct object, indirect object, object complement, predicate adjective, and subject complement).

\*The basis for this information was taken from the class "Redacción" that I took at the Seminario Teológico Centroamericano in 1980, taught by Professor Edgar Contreras.

## THE SUBJECT

### 1. nucleus

The nucleus of the subject can be either simple (Bob) or compound (Bob and Bill). All of the following can serve as the nucleus of the subject:

- a word used as a noun (pronoun)
- a phrase used as a noun
- a clause used as a noun

[See Morphology section for examples.]

### 2. modifiers

The modifiers of the subject nucleus can be any of the following:

- a word used as an adjective
- a phrase used as an adjective
- a clause used as an adjective

[See Morphology section for examples.]

# THE PREDICATE

## 1. nucleus

The nucleus of the predicate can either be a predicative verb or a copulative verb. Both can appear with or without an auxiliary verb. The nucleus can be simple (ate) or compound (ate and drank).

[See Morphology section for examples.]

## 2. modifiers

The modifiers of the predicate nucleus can be any of the following:

- a word used as an adverb
- a phrase used as an adverb
- a clause used as an adverb

[See Morphology section for examples]

## 3. other elements

### a. direct object

A direct object can be any word or group of words that functions as a noun, noun phrase or noun clause. It indicates what or who receives the action of a transitive verb.

He gave them *food*.

### b. indirect object

An indirect object can be any word or group of words that functions as a noun, noun phrase or noun clause. It indicates to whom or for whom the action of a transitive verb is intended. The indirect object always comes before the direct object (in English).

He gave *them* food.

### c. object of a preposition

The object of a preposition in many languages is equal to an indirect object. English, however, insists on maintaining two separate categories (even though their function is often identical).

He gave food to *them*.

### d. object complement

An object complement modifies the direct object. It can be a noun,

(They elected Bob *President*.);

or an adjective,

(They found him *guilty*.).

### e. predicate adjective

A predicate adjective is an adjective in the predicate that is linked by a copulative verb to the subject nucleus.

He is *hungry*.

### f. subject complement (predicate nominative)

A subject complement is a noun or pronoun in the predicate that is linked by a copulative verb to the subject nucleus.

He is the *President*.